



# SPECIMEN

GCSE  
**SOCIOLOGY**  
**B672 Socialisation, Culture and Identity**  
**Specimen Paper**

**F**

**J696**

Time: 1 hr 30 Mins

Candidates answer in the Answer Booklet.

**Additional materials:**

## INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **any** three sections.
- Answer **all** of the questions in these three section

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 120.

**Section A - Family**Answer **all** questions.**Quote from a year 11 student taken from an interview for Sociology coursework**

"I feel that my family are there to give me a place to live and food to eat. I do not feel it is their job to tell me where to go and what to do. Families can be too controlling".

- 1 (a) **From the source**, identify **one** reason the student felt her family was there. [1]
  - (b) Give one other function of the family. [1]
  - (c) **From the source**, identify **one** idea of what the student felt could be wrong with the family. [1]
  - (d) Give another example of possible problems with the family. [1]
- 2 Concepts:
- (a) Role models
  - (b) Social control
  - (c) Economic function
  - (d) Emotional function

Match each of the four concepts above to their correct definition below.

Definitions:

- (i) Providing a place to live. [1]
- (ii) Providing examples of how to live. [1]
- (iii) Providing discipline. [1]
- (iv) Providing love. [1]

- 3 Identify and explain **two** ways families can act as an agent of social control. [8]
- 4 "Nuclear families are always the best". Evaluate the arguments for and against this claim. [24]

**Section A Total [40]**

### Section B - Education

Answer **all** questions.

Gender and subject choice – percentage of boys and girls who chose the below subjects at GCSE

	<b>Food Technology</b>	<b>Design and Technology</b>
<b>Girls</b>	98%	2%
<b>Boys</b>	4%	96%

- 5 (a) **From the source**, identify which subject more girls chose. [1]
- (b) Give another example of a subject in schools that is popular with girls at GCSE. [1]
- (c) **From the source**, identify which subject more boys chose. [1]
- (d) Give another example of a subject in schools that is popular with boys at GCSE. [1]
- 6 Concepts:
- (a) Gender role socialisation  
 (b) Gender role models  
 (c) Gender segregation  
 (d) Gender labelling
- Match each of the four concepts above to their correct definition below.
- Definitions:
- (i) All girls are labelled as quiet. [1]  
 (ii) The process of learning gender norms and values. [1]  
 (iii) The separation of boys and girls in P.E. [1]  
 (iv) Girls wanting to be mothers to copy their mothers. [1]
- 7 Identify and explain **two** reasons why schools are important. [8]
- 8 "Schools are the greatest influence on whether a student achieves". Evaluate the arguments for and against this claim. [24]

**Section B Total [40]**

[Turn over

**Section C – Mass Media**

Answer **all** questions.

Survey of 100 people randomly chosen and asked about the effects of the media

32 people stated that they copy their favourite celebrity's clothing.

48 people stated they had bought something they had seen in an advert in the last week.

20 people stated they never believe what they hear in Party Political broadcasts.

- 9** (a) From the source, identify **two** ways the mass media affects people's behaviour. [2]  
(b) Give another example of how the mass media could affect someone's behaviour. [1]  
(c) Identify **one** way the mass media does **not** affect people. [1]

**10** Concepts:

- (a) Hypodermic syringe model
- (b) Uses and gratifications model
- (c) Moral panic
- (d) Cultural effects model

Match each of the four concepts above to their correct definition below.

Definitions:

- (i) People who continually watch an image or idea, will over time believe it. [1]
- (ii) The mass media directly affects its audience. [1]
- (iii) The mass media sometimes exaggerates a situation, which may result in the public worrying unnecessarily about this issue. [1]
- (iv) The belief that the audience picks programmes they wish to watch and so their view is mirrored, not taught to them. [1]

**11** Identify and explain **two** ways the mass media can affect people's view of women. [8]

**12** "The news is controlled by its audience". Evaluate the arguments for and against this claim. [24]

**Section C Total [40]**

**Section D – Work**Answer **all** questions.**Extract from a diary of a call centre worker**

"I got to work at 9am then worked without a break till lunch. I hate this job, it is so boring and time goes so slowly. But then it has allowed me to save enough for Australia. The other good thing is that I can take half an hour for lunch and leave half an hour early, which leaves me time to go to the gym before it gets busy."

- 13** (a) **From the source**, identify **one** feature of their job the worker liked. [1]  
(b) Give another example of why a worker may enjoy a job. [1]  
(c) **From the source**, identify **one** feature of their job the worker disliked. [1]  
(d) Give another example of why a worker may dislike their job. [1]

**14 Concepts**

- (a) Intrinsic satisfaction  
(b) Extrinsic satisfaction  
(c) Monetary satisfaction  
(d) Status satisfaction

Match each of the four concepts above to their correct definition below.

Definitions:

- (i) Doing a job purely for the money. [1]  
(ii) Doing a job purely for the money and benefits. [1]  
(iii) Doing a job because you love the actual job. [1]  
(iv) Doing a job because of the respect you get for the position. [1]

- 15** Identify and explain **two** new technological developments that have changed working conditions for workers. [8]

- 16** "Bosses have all the control at work". Evaluate the arguments for and against this claim. [24]

**Section D Total [40]**

[Turn over

**Section E - Crime and Deviance**

Answer **all** questions.

Quote from an interview with a 70 year old man about crime and punishment

"I was scared of prison in my day. I thought I would never come out of there alive. If I lived I thought no one would give me a job afterwards."

**17 (a) From the source**, identify **two** reasons the man did not want to go to prison. [2]

(b) Give another **two** examples of punishment for a crime. [2]

**18 Concepts:**

(a) Historical deviance

(b) Deviant

(c) Cross cultural deviance

(d) Crime

Match each of the four concepts above to their correct definition below.

Definitions:

(i) Behaviour that is deviant in one country, but not another i.e. eating with your hands. [1]

(ii) Behaviour against the law. [1]

(iii) Behaviour that used to be seen as deviant i.e. drinking alcohol. [1]

(iv) Behaviour against society's norms and values. [1]

**19 Identify and explain two types of social control.** [8]

**20 "All crime would be solved by introducing longer prison sentences". Evaluate the arguments for and against this claim.** [24]

**Section E Total [40]**

### Section F - Youth

Answer **all** questions.

**Survey results on main interest for 20 young females aged between 10 and 18 years old.**

Age	Main Interest
10	Clothes and dolls
15	Clothes and make up
18	Boys, clothes and make up

- 21** (a) From the source, identify **one** main interest for 15 year old girls. [1]  
 (b) From the source, identify **one** main interest for 10 year old girls. [1]  
 (c) Give another example of a 'female' interest for young girls of today. [1]  
 (d) Give an example of a 'male' interest for young boys of today. [1]

**22** Concepts:

- (a) Territory
- (b) Gang
- (c) Delinquent
- (d) Subculture

Match each of the four concepts above to their correct definition below.

Definitions:

- (i) A group with members, that usually commit crime together. [1]
- (ii) A group with their own norms and values. [1]
- (iii) An area often seen as owned by a gang. [1]
- (iv) A young criminal. [1]

**23** Identify and explain **two** reasons why young people join gangs. [8]

**24** "Youth subculture only exists because young people today have money to spend."

Evaluate the arguments for and against this claim. [24]

**Section F Total [40]**

SPECIMEN

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GCSE

**SOCIOLOGY**

**J696**

Unit B672: Socialisation, Culture and Identity

**Specimen Mark Scheme**

The maximum mark for this paper is 120.

**SPECIMEN**

This document consists of 19 printed pages.

<b>Section A - Family</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
1(a)	<p><b>From the source identify one reason the student felt her family was there</b></p> <p><b>One mark</b> for the correct identification Place to live or food to eat</p>	[1]
1(b)	<p><b>Give one other function of the family.</b></p> <p><b>One mark</b> for the correct function recalled Any reasonable response e.g. Love; Role models; Socialisation</p>	[1]
1(c)	<p><b>From the source identify one idea of what the student felt could be wrong with the family</b></p> <p><b>One mark</b> for the correct identification Telling you where to go or what to do. Being too controlling.</p>	[1]
1(d)	<p><b>Give another example of possible problems with the family</b></p> <p><b>One mark</b> for the correct problem recalled Any reasonable response e.g. Abuse; Neglect etc</p>	[1]
2	<p><b>One mark for matching the key sociological concept with the correct statement</b></p> <p><b>a) Role models</b> (ii) Providing examples of how to live</p> <p><b>b) Social control</b> (iii) Providing discipline</p> <p><b>c) Economic function</b> (i) Providing a place to live</p> <p><b>d) Emotional function</b> (iv) Providing love</p>	[1]  [1]  [1]  [1]

<b>Section A - Family</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
3	<p><b>Identify and explain two ways families can act as an agent of social control</b></p> <p><b>Answers may discuss any two of the following:</b></p> <ul style="list-style-type: none"> <li>• Role models: show good behaviour</li> <li>• Provide consequences for good behaviour / rewards</li> <li>• Provide consequences for poor behaviour / punishments</li> <li>• Disapproval / approval</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]
4	<p><b>Nuclear families are always the best. Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Any of the functions of the family (i.e. economic/ emotional etc)</li> <li>• Functionalist or new right ideas i.e. warm bath theory</li> <li>• Practical ideas i.e. look after the vulnerable (elderly and young)</li> <li>• Any other relevant theoretical discussion</li> <li>• Any other reasonable response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Marxist view</li> <li>• Feminist view</li> </ul> <p>Dark side of the family:</p> <ul style="list-style-type: none"> <li>• Abuse</li> <li>• Any other relevant theoretical discussion</li> <li>• Any other reasonable response</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
<b>Section A Total</b>		<b>[40]</b>

<b>Section B - Education</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
5(a)	<p><b>From the source identify which subject more girls chose.</b></p> <p><b>One mark</b> for the correct identification Food technology</p>	[1]
5(b)	<p><b>Give another example of a subject in schools that is popular with girls at GCSE.</b></p> <p><b>One mark</b> for the correct subject recalled Any reasonable response e.g. Child Care</p>	[1]
5(c)	<p><b>From the source identify which subject more boys chose</b></p> <p><b>One mark</b> for the correct identification Design and Technology</p>	[1]
5(d)	<p><b>Give another example of a subject in schools that is popular with boys at GCSE</b></p> <p><b>One mark</b> for the correct subject recalled Any reasonable response e.g. Physics</p>	[1]
6	<p><b>One mark for matching the key sociological concept with the correct statement</b></p> <p><b>a) Gender role socialisation</b> ii) The process of learning gender norms and values</p> <p><b>b) Gender role models</b> iv) Girls wanting to be mothers to copy their mothers</p> <p><b>c) Gender segregation</b> iii) The separation of boys and girls in P.E.</p> <p><b>d) Gender labelling</b> i) All girls are labelled as quiet</p>	[1] [1] [1] [1]

<b>Section B - Education</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
7	<p><b>Identify and explain two reasons why schools are important</b>  <b>Answers may discuss any two of the following:</b></p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Socialisation</li> <li>• Gender role socialisation</li> <li>• Social control</li> <li>• Any reasonable response</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]
8	<p><b>Schools are the greatest influence on whether a student achieves.</b>  <b>Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Self fulfilling prophecy</li> <li>• Private schooling vs. state schooling</li> <li>• Setting, streaming etc</li> <li>• Any other reasonable arguments</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Effect of family</li> <li>• Effect of peer group</li> <li>• Effect of material deprivation</li> <li>• Effect of cultural deprivation</li> <li>• Any other reasonable arguments.</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
<b>Section B Total</b>		<b>[40]</b>

**Section C – Mass Media**

<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
9(a)	<p><b>From the source identify two ways the mass media effects people's behaviour</b></p> <p><b>One mark</b> for each of two correct identifications.</p> <p><b>Maximum 2 marks</b></p> <p>Copying celebrity clothing; buying advertised products</p>	[2]
9(b)	<p><b>Give another example of how the mass media could affect someone's behaviour</b></p> <p><b>One mark</b> for the correct behaviour recalled</p> <p>Any reasonable response e.g. sending money in to a charity, copy cat murders</p>	[1]
9(c)	<p><b>Identify one way the mass media does not affect people</b></p> <p><b>One mark</b> for the correct identification</p> <p>Not believing what is in the media, uses and gratifications idea etc</p>	[1]
10	<p><b>One mark for matching the key sociological concept with the correct statement</b></p> <p><b>a) Hypodermic syringe model</b></p> <p>ii) The mass media directly affects its audience</p> <p><b>b) Uses and gratifications model</b></p> <p>iv) The audience picks programmes they wish to watch and so their view is mirrored, not taught to them</p> <p><b>c) Moral panic</b></p> <p>iii) The mass media sometimes exaggerates a situation, which may result in the public worrying unnecessarily about this issue</p> <p><b>d) Cultural effects model</b></p> <p>i) People who continually watch an image or idea, will over time believe it</p>	[1] [1] [1] [1]

<b>Section C – Mass Media</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
11	<p><b>Identify and explain two ways the mass media can affect people's view of women.</b></p> <ul style="list-style-type: none"> <li>• Invisibility of women in charge leads to believing women are second class</li> <li>• Distortion of the real view of women by showing them to be meek housewives leads to a stereotypical view of what women can be</li> <li>• Repetitive images of women as vulnerable lead to people believing women should be vulnerable</li> <li>• Reflection of changing views of women shown by strong women shows that women are gaining equality which may show women they can do it</li> <li>• Any other reasonable response</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]
12	<p><b>The news is controlled by its audience. Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Not purchase the paper / switch over</li> <li>• Will buy a paper and keep stories going</li> <li>• Any other reasonable response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Editor's role</li> <li>• Owners' role</li> <li>• Government censorship</li> <li>• Journalist's role</li> </ul> <p>Any other reasonable response</p> <p><b>See generic Mark scheme</b></p>	[24]
<b>Section C Total</b>		<b>[40]</b>

<b>Section D - Work</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
13(a)	<b>From the source identify one feature of their job the worker liked</b> <b>One mark</b> for the correct identification Money to go to Australia; Flexi time to go home early	[1]
13(b)	<b>Give another example of why a worker may enjoy a job</b> <b>One mark</b> for the correct example recalled Any reasonable response e.g. Have fun, make friends	[1]
13(c)	<b>From the source identify one feature of their job the worker disliked</b> <b>One mark</b> for the correct identification Boring; times goes slowly	[1]
13(d)	<b>Give another example of why a worker may dislike their job</b> <b>One mark</b> for the correct example recalled Any reasonable response e.g. Discriminated against	[1]
14	<b>One mark for matching the key sociological concept with the correct statement</b> <b>(a) Intrinsic satisfaction</b> (iii) Doing a job because you love the actual job  <b>(b) Extrinsic satisfaction</b> (ii) Doing a job purely for the money and benefits  <b>(c) Monetary satisfaction</b> (i) Doing a job purely for the money  <b>(d) Status satisfaction</b> (iv) Doing a job because of the respect you get for the position	[1] [1] [1] [1]
15	<b>Identify and explain two new technological developments that have changed working conditions for workers</b> <b>Answers may discuss any two of the following:</b> <ul style="list-style-type: none"> <li>• Convergence i.e. Blackberry allows you to work from home</li> <li>• ICT developments making jobs easier to do</li> <li>• Mechanisation / Automation made jobs safer</li> <li>• ICT development led to re skilling making jobs interesting</li> <li>• Any other reasonable response</li> </ul> <b>See generic Mark scheme</b>	[8]

<b>Section D - Work</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
16	<p><b>Bosses have all the control at work. Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Can sack you</li> <li>• Can decide on pay</li> <li>• Control promotions</li> <li>• Control working conditions</li> <li>• Any other reasonable response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Union action</li> <li>• Sabotage</li> <li>• Striking</li> <li>• Collective bargaining</li> <li>• Marxist ideas of collective action</li> <li>• Shareholders</li> <li>• The law e.g. health and safety</li> <li>• Consumers</li> <li>• Any other reasonable response</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
<b>Section D Total</b>		<b>[40]</b>

**Section E - Crime and Deviance**

Question Number	Answer	Max Mark
17(a)	<p><b>From the source identify two reasons the man did not want to go to prison.</b></p> <p><b>One mark</b> for each of two correct identifications, <b>maximum of two marks</b></p> <p>Fear you would not come out alive Fear you would not get a job afterwards</p>	[2]
17(b)	<p><b>Give another two examples of punishment for a crime</b></p> <p><b>One mark</b> for each of the two correct examples recalled, <b>maximum of two marks</b></p> <p>Any other reasonable responses e.g. community service, tagging etc</p>	[2]
18	<p><b>One mark for matching the key sociological concept with the correct statement</b></p> <p><b>(a) Historical deviance</b> (iii) Behaviour that used to be seen as deviant i.e. drinking alcohol.</p> <p><b>(b) Deviant</b> (iv) Behaviour against society's norms and values</p> <p><b>(c) Cross cultural deviance</b> (i) Behaviour that is deviant in one country, but not another i.e. eating with your hands.</p> <p><b>(d) Crime</b> (ii) Behaviour against the law.</p>	[1] [1] [1] [1]
19	<p><b>Identify and explain two types of social control</b></p> <ul style="list-style-type: none"> <li>• Formal social control e.g. courts/ prisons etc explaining their role</li> <li>• Informal social control e.g. family etc explaining why they are informal</li> <li>• Any other reasonable response e.g. only focussing on an example, not a type (which will probably limit the mark)</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]

<b>Section E - Crime and Deviance</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
20	<p><b>"All crime would be solved with longer prison sentences". Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Lack of freedom</li> <li>• Given education</li> <li>• Punish</li> <li>• Deter</li> <li>• Any other reasonable response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Other punishments may suit the crime better</li> <li>• High rate of re-offending</li> <li>• Institutionalises individual</li> <li>• Re socialises individuals</li> <li>• Any other reasonable response</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
	<b>Section E Total</b>	<b>[40]</b>

**Section F - Youth**

<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
21(a)	<b>From the source identify one main interest for 15 year old girls</b> <b>One mark</b> for the correct identification Clothes or make up	[1]
21(b)	<b>From the source identify one main interest for 10 year old girls</b> <b>One mark</b> for the correct identification Dolls or clothes	[1]
21(c)	<b>Give another example of a female interest for teenage girls of today</b> <b>One mark</b> for the correct example recalled Any other reasonable response e.g. Magazines, boys etc	[1]
21(d)	<b>Give an example of a male interest for teenage boys of today</b> <b>One mark</b> for the correct example recalled Any other reasonable response e.g. Playing with cars, bikes etc	[1]
22	<b>One mark for matching the key sociological concept with the correct statement</b> <b>(a) Territory</b> (iii) An area often seen as owned by a gang  <b>(b) Gang</b> (i) A group with members, that usually commit crime together.  <b>(c) Delinquency</b> (iv) A young criminal  <b>(d) Subculture</b> (ii) A group with their own norms and values	[1] [1] [1] [1]
23	<b>Identify and explain two reasons why young people join gangs.</b> <b>Answers may discuss any two of the following</b> <ul style="list-style-type: none"> <li>• Status frustration</li> <li>• Boredom</li> <li>• Social Network</li> <li>• Sense of belonging</li> <li>• Any other reasonable response</li> </ul> <b>See generic Mark scheme</b>	[8]

<b>Section F - Youth</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
24	<p><b>"Youth subculture only exists because young people today have money to spend."</b> Evaluate the arguments for and against this claim</p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Rise of youth culture paralleled a time where post war working class youth were affluent</li> <li>• Commercial groups cashed in on this new found money creating youth culture i.e. music, clothes etc</li> <li>• Manipulation of media</li> <li>• Any other reasonable arguments.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Generation gap</li> <li>• Peer group pressure</li> <li>• Solution to problems</li> <li>• Sense of belonging</li> <li>• Reaction against the establishment</li> <li>• Any other reasonable arguments.</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
<b>Section F Total</b>		<b>[40]</b>
<b>Paper Total</b>		<b>[120]</b>

Generic Mark scheme		
8 mark question	Answer	Max Mark
	<p><b>Zero marks</b>            No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]</b>            Knowledge and understanding limited. Application and explanation is limited. May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.  <i>Typically answers will be based on common sense with a lack of sociological understanding and only offer one way/ idea.</i>  <i>Typically answers are not focussed on the actual question</i></p> <p><b>Level 2 [3-4 marks]</b>            Basic knowledge and understanding. Application and explanation is basic. Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.  <i>Typically answers will either be based on common sense with a lack of sociological understanding of two ideas/ ways OR only one idea is used with full knowledge and understanding and including sociological terminology/ evidence</i>  <i>Typically answers partly focus on the actual question for both ideas, or only focus on the question for one idea.</i></p> <p><b>Level 3 [5-6 marks]</b>            Good knowledge and understanding. Application and explanation is good. Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.  <i>Answers will include two correct ideas. Typically one idea will include some sociological terminology/ evidence.</i>  <i>Answers will fully focus on the question for both ideas.</i></p> <p><b>Level 4 [7-8 marks]</b>            Wide ranging knowledge and understanding. Application and explanation is very good and wide ranging. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.  <i>Answers will include two correct ideas both including some sociological terminology / evidence. Answers will be wide ranging in both their application and explanation.</i></p>	

Generic Mark scheme		
24 mark question	Answer	Max Mark
	<p><b>Assessment objectives: AO1</b></p> <p>No relevant points Limited knowledge and understanding. <i>Typically answers will be based on common sense only.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p> <p>Basic knowledge and understanding <i>Typically answers will be based on sociological ideas but lacking in accuracy or sociological language/evidence/ examples</i> Good knowledge and understanding. Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Good knowledge and understanding <i>Typically answers will show the ability to recall some sociological knowledge. Answers will either still contain some errors in knowledge or understanding or rely on a narrow body of knowledge.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Wide ranging knowledge and understanding Answers will contain wide ranging and accurate sociological evidence. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p> <p><b>Assessment objectives: AO2</b></p> <p>No relevant points Application and explanation is limited. <i>Typically answers are not focussed on the actual question and any examples are anecdotal or not relevant.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<p>0 1-2</p> <p>3-4</p> <p>5-6</p> <p>7-8</p> <p>0 1-2</p>

Generic Mark scheme		
24 mark question	Answer	Max Mark
	<p>Application and explanation is basic  <i>Typically answers either will vaguely focus on the actual question, examples/ evidence may be irrelevant or confused showing unclear understanding.</i></p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Application and explanation is good.  <i>Typically will in part answer the question asked. Either the answer draws on some evidence that is not relevant, or the evidence will be relevant, but not applied to the actual debate.</i></p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Application and explanation is wide ranging  <i>Answers will focus fully on the task .Offering relevant examples that show clear understanding of the claim.</i></p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	3-4
	<p><b>Assessment objectives: AO3</b></p> <p>No relevant points          Limited evaluation.  <i>Typically the response may misunderstand the actual debate. It may, at the top of the level show a vague understanding with a mere yes no response. Sometimes answers will still be reliant on subtitles.</i></p> <p>May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p> <p>Basic evaluation.  <i>Typically the response is narrow (only one idea for and one idea against) or lacks sense and / or sociology.</i></p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Good evaluation.  <i>Typically there will be a clear debate which is either narrowly based or there will still be some lack of clarity to the debate.</i></p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	5-6
		7-8
		0
		1-2
		3-4
		5-6

Generic Mark scheme		
24 mark question	Answer	Max Mark
	<p>Wide ranging evaluation.</p> <p><i>Answers will fully address the debate with a wide ranging discussion of different views. To gain full marks the essay must have a form of a conclusion.</i></p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	7-8

SPECIMEN

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1(a)</b>	1	0	0	<b>1</b>
<b>1(b)</b>	0	0	1	<b>1</b>
<b>1(c)</b>	1	0	0	<b>1</b>
<b>1(d)</b>	0	0	1	<b>1</b>
<b>2(a)</b>	1	0	0	<b>1</b>
<b>2(b)</b>	1	0	0	<b>1</b>
<b>2(c)</b>	1	0	0	<b>1</b>
<b>2(d)</b>	1	0	0	<b>1</b>
<b>3</b>	4	4	0	<b>8</b>
<b>4</b>	8	8	8	<b>24</b>
<b>5(a)</b>	1	0	0	<b>1</b>
<b>5(b)</b>	0	0	1	<b>1</b>
<b>5(c)</b>	1	0	0	<b>1</b>
<b>5(d)</b>	0	0	1	<b>1</b>
<b>6(a)</b>	1	0	0	<b>1</b>
<b>6(b)</b>	1	0	0	<b>1</b>
<b>6(c)</b>	1	0	0	<b>1</b>
<b>6(d)</b>	1	0	0	<b>1</b>
<b>7</b>	4	4	0	<b>8</b>
<b>8</b>	8	8	8	<b>24</b>
<b>9(a)</b>	2	0	0	<b>2</b>
<b>9(b)</b>	0	0	1	<b>1</b>
<b>9(c)</b>	0	0	1	<b>1</b>
<b>10(a)</b>	1	0	0	<b>1</b>
<b>10(b)</b>	1	0	0	<b>1</b>
<b>10(c)</b>	1	0	0	<b>1</b>
<b>10(d)</b>	1	0	0	<b>1</b>
<b>11</b>	4	4	0	<b>8</b>
<b>12</b>	8	8	8	<b>24</b>
<b>13(a)</b>	1	0	0	<b>1</b>
<b>13(b)</b>	0	0	1	<b>1</b>
<b>13(c)</b>	1	0	0	<b>1</b>
<b>13(d)</b>	0	0	1	<b>1</b>
<b>14(a)</b>	1	0	0	<b>1</b>
<b>14(b)</b>	1	0	0	<b>1</b>
<b>14(c)</b>	1	0	0	<b>1</b>
<b>14(d)</b>	1	0	0	<b>1</b>
<b>15</b>	4	4	0	<b>8</b>
<b>16</b>	8	8	8	<b>24</b>
<b>17(a)</b>	2	0	0	<b>2</b>

<b>17(b)</b>	0	0	2	<b>2</b>
<b>18(a)</b>	1	0	0	<b>1</b>
<b>18(b)</b>	1	0	0	<b>1</b>
<b>18(c)</b>	1	0	0	<b>1</b>
<b>18(d)</b>	1	0	0	<b>1</b>
<b>19</b>	4	4	0	<b>8</b>
<b>20</b>	8	8	8	<b>24</b>
<b>21(a)</b>	1	0	0	<b>1</b>
<b>21(b)</b>	1	0	0	<b>1</b>
<b>21(c)</b>	0	0	1	<b>1</b>
<b>21(d)</b>	0	0	1	<b>1</b>
<b>22(a)</b>	1	0	0	<b>1</b>
<b>22(b)</b>	1	0	0	<b>1</b>
<b>22(c)</b>	1	0	0	<b>1</b>
<b>22(d)</b>	1	0	0	<b>1</b>
<b>23</b>	4	4	0	<b>8</b>
<b>24</b>	8	8	8	<b>24</b>
<b>Total per Section</b>	<b>18</b>	<b>12</b>	<b>10</b>	<b>40</b>